

## JASPER SCHOOL DISTRICT

P. O. Box 848  
Ridgeland, S. C. 29936

**GRADES** PK-12

**ENROLLMENT** 3,154 Students

**SUPERINTENDENT** Dr. William Singleton 843-717-1100

**BOARD CHAIR** Patricia Walls 843-784-2849

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	6	3

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

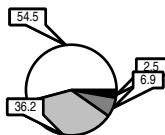
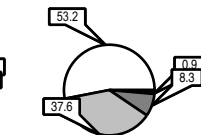
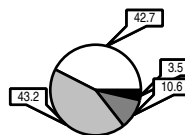
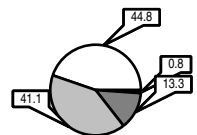
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

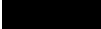



**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Below Average	N/A
<b>2002</b>	Unsatisfactory	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our District</b>			<b>Districts with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	48.1	41.3	36.3	55.0	53.8	51.3
<b>Passed 2 subtests</b>	12.6	26.1	21.9	18.7	20.0	20.9
<b>Passed 1 subtest</b>	22.2	15.2	20.5	15.0	14.4	15.9
<b>Passed no subtests</b>	17.0	17.4	21.2	11.2	11.8	11.6

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	0.8	6.1
<b>Seniors who met the SAT requirement</b>	0.8	6.2
<b>Seniors who met the grade point average</b>	32.8	39.5

\*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,457	98.1	53.2	37.6	8.3	0.9	9.2	17.6
Gender								
Male	766	97.3	60.0	33.1	6.2	0.6	6.8	17.6
Female	689	99.1	46.2	41.9	10.6	1.3	11.8	17.6
Racial/Ethnic Group								
White	199	95.5	37.3	50.0	12.0	0.7	12.7	17.6
African-American	1,113	98.7	54.5	36.4	8.1	1.0	9.1	17.6
Asian/Pacific Islander	2	100.0						17.6
Hispanic	142	97.2	63.4	31.3	5.4		5.4	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	1,260	98.5	52.2	37.4	9.4	1.1	10.4	17.6
Disabled	198	95.5	60.1	39.3	0.6		0.6	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	1,458	98.1	53.2	37.5	8.3	0.9	9.3	17.6
English Proficiency								
Limited English proficient	68	98.5	82.3	17.7				17.6
Non-limited English proficient	1,390	98.1	51.9	38.2	8.9	1.0	9.9	17.6
Socio-Economic Status								
Subsidized meals	1,006	98.2	55.0	37.0	7.3	0.7	8.0	17.6
Full-pay meals	443	98.0	48.8	38.7	10.9	1.6	12.5	17.6

Mathematics								
All students	1,457	99.7	54.5	36.2	6.9	2.5	9.3	15.5
Gender								
Male	766	99.9	56.5	34.5	7.3	1.6	9.0	15.5
Female	689	99.4	52.6	37.6	6.5	3.2	9.7	15.5
Racial/Ethnic Group								
White	199	100.0	42.8	44.1	9.9	3.3	13.2	15.5
African-American	1,113	99.6	56.1	35.1	6.3	2.5	8.9	15.5
Asian/Pacific Islander	2	100.0						15.5
Hispanic	142	99.3	56.6	34.5	8.8		8.8	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	1,260	99.8	51.5	37.9	7.8	2.8	10.6	15.5
Disabled	198	99.0	74.9	24.6	0.6		0.6	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	1,458	99.7	54.5	36.0	7.0	2.5	9.4	15.5
English Proficiency								
Limited English proficient	68	100.0	66.7	28.6	4.8		4.8	15.5
Non-limited English proficient	1,390	99.6	53.9	36.3	7.1	2.6	9.8	15.5
Socio-Economic Status								
Subsidized meals	1,006	99.6	55.9	36.1	6.3	1.8	8.0	15.5
Full-pay meals	443	99.8	51.3	35.9	8.6	4.2	12.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	233		45.2	37.6	15.4	17.2
	Grade 4	217		38.8	45.9	15.3	15.3
	Grade 5	215		46.9	46.9	6.3	6.3
	Grade 6	219		65.2	25.6	7.7	9.2
	Grade 7	248		58.8	34.2	6.7	7.1
	Grade 8	190		59.7	33.3	6.5	7.0
2003	Grade 3	253	98.8	38.5	45.6	11.9	15.9
	Grade 4	255	98.0	42.9	44.3	12.3	12.8
	Grade 5	233	96.6	58.3	35.3	6.4	6.4
	Grade 6	249	98.4	60.5	30.9	8.2	8.6
	Grade 7	228	97.8	59.8	35.2	5.0	5.0
	Grade 8	240	98.8	60.2	34.1	5.3	5.8
Mathematics							
2002	Grade 3	233		54.3	33.5	8.6	12.2
	Grade 4	217		52.2	36.7	8.7	11.1
	Grade 5	215		65.0	28.6	6.3	6.3
	Grade 6	219		65.9	28.4	5.3	5.8
	Grade 7	248		76.7	18.3	4.6	5.0
	Grade 8	190		64.7	28.9	4.8	6.4
2003	Grade 3	253	99.6	40.5	42.7	7.9	16.7
	Grade 4	255	99.6	35.7	49.3	12.7	14.9
	Grade 5	233	99.1	61.5	34.1	3.8	4.3
	Grade 6	249	100.0	57.5	31.7	10.4	10.9
	Grade 7	228	100.0	61.7	30.8	5.5	7.5
	Grade 8	240	99.6	70.9	27.8	0.9	1.3

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

Percent of students scoring										
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	105	84.8%	122	0.8%	130	69.2%
<b>Gender</b>						
Male	45	75.6%	58	1.7%	69	56.5%
Female	60	91.7%	64	0.0%	61	83.6%
<b>Race or Ethnic Group</b>						
African American	90	83.3%	110	0.0%	119	68.1%
Hispanic	2	I/S	2	I/S	1	I/S
White	11	100.0%	9	11.1%	8	87.5%
Other	1	I/S	1	I/S	2	I/S
<b>Disability Status</b>						
Non-speech disabilities	4	I/S	2	I/S	16	18.8%
Students without disabilities	101	88.1%	120	0.8%	0	76.3%
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	122	0.8%	0	N/A
<b>English Proficiency</b>						
Limited English proficient	4	I/S	13	0.0%	3	I/S
Non-LEP	94	84.0%	109	0.9%	125	71.2%
<b>Lunch Status</b>						
Subsidized meals	64	79.7%	105	0.0%	82	74.4%
Full-pay meals	34	91.2%	17	5.9%	48	60.4%

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**2002-2003 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	376	398	392	390	768	788
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	15.8	15.4	16.4	16.5	16.5	15.8	16.2	18.5	16.2	16.6
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

	2002	2003		2002	2003
West Hardeeville Elem.	Yes	Yes	Ridgeland Middle	Yes	Yes
Ridgeland Elementary	Yes	Yes			

**DISTRICT PROFILE**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n= 3,154)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.0%	Down from 4.0%	5.1%	4.0%
Attendance rate	94.7%	Up from 93.9%	95.1%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.5%	Down from 4.3%	6.1%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.0%	Up from 8.7%	10.5%	10.6%
Older than usual for grade	8.1%	Up from 5.1%	6.8%	5.5%
Suspended or expelled	0.4%	Down from 0.8%	1.6%	1.6%
Enrolled in AP/IB programs	17.5%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	45	Down from 131	187	186
Completions in adult education GED or diploma programs	8	Down from 24	27	40

**Teachers (n= 201)**

Teachers with advanced degrees	47.8%	Up from 44.6%	43.5%	47.8%
Continuing contract teachers	72.6%	Up from 52.3%	80.1%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.9%	Up from 72.7%	87.2%	89.5%
Teacher attendance rate	93.8%	Down from 94.5%	94.4%	95.1%
Average teacher salary	\$38,260	Up 17.0%	\$38,260	\$39,707
Prof. development days/teacher	11.4 days	Up from 5.4 days	12.1 days	11.3 days

**District**

Superintendent's years at district	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio	18.3 to 1	Up from 14.4 to 1	19.8 to 1	20.6 to 1
Prime instructional time	84.6%	Down from 91.5%	87.5%	89.0%
Dollars spent per pupil*	\$7,822	Up 6.2%	\$7,822	\$7,412
Percent spent on teacher salaries*	54.2%	Up from 48.3%	53.9%	56.0%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	No change	92.6%	96.1%
Number of schools	4	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	6.2%	Up from 4.6%	4.9%	3.5%
Average age in years of school facility	44	N/A	34	26
Number of schools with SACS accreditation	4	N/A	4	8

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**SCHOOL DISTRICT GOVERNANCE****Board Membership**

9 trustees elected to single-member seats

**Fiscal Authority**

County Council

**Average Number of Hours of Training Annually** 50.0 per board member**Percent new trustees completing orientation** 100.0%**DISTRICT SUPERINTENDENT'S REPORT**

Our administrative staff has extended the services of the District Office to assure that the schools' instructional staff was provided all opportunities for professional development. One of the focused areas for the school year was the full implementation of the Comprehensive School Reform Models. Through our partnership effort with the University of South Carolina at Beaufort, we were very successful with implementing the reform models.

The school district is continuing to bridge the gap between the instructional program and technology. We have employed numerous strategies to upgrade the present technology in our schools. A major focus with the technology initiative is professional development for all of our staff, including administrators. We have also offered professional development opportunities for our paraprofessional staff.

In addition, we have aligned our curriculum to state standards and developed benchmark tests to determine how students are progressing at certain points during the school year. The school district has done a better job of analyzing test data to share with our staff.

A major focus of the Board and Superintendent was to come on line with new school facilities. This project is well on its way to meeting the 2006 deadline for new and updated facilities.

My staff and I are truly committed to raising student achievement. However, we need a total commitment from the community, parents, businesses and the faith community if we are to reach our goals and "leave no child behind."

We encourage our parents to visit their child's school and to become active members of the School Improvement Council or PTA.

United: Believing & Achieving  
William Singleton, Superintendent

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal